MARTHA DENDY SIXTH GRADE CENTER 301 North Bell Street Clinton, South Carolina 29325 6 Middle School GRADES ENROLLMENT 281 Students Wanda B. Isaac 864-833-0831 PRINCIPAL SUPERINTENDENT Charles H. Lackey 864-833-0800 Myron (Buddy) Hunt 864-684-0304 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 2 19 18 1 IMPROVEMENT RATING: AVERAGE ADEQUATE YEARLY PROGRESS: Z This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress	
2001	Below Average	Below Average	N/A	
2002	Average	Average	N/A	
2003	Average	Below Average	No	
2004	Average	Average	No	

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

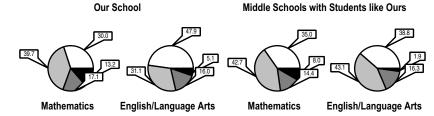
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

98.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Advanced



Definition of Critical Terms

expectations
Well prepared to work at next grade level; met expectations

Basic
Below Basic
Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Very high score; very well prepared to work at next grade level; exceeded

PACT PERFORMANCE BY GROUP									
	Enrollment 1st	/	/ %	1	/	/	% Proficient and	Performance Objective 1	Participation Objective
	sh/Langua						00.0		
All Students	258	99.2	47.5	31.4	16.1	5.1	28.2	Yes	Yes
Gender Male	141	99.3	57.1	28.6	11.4	2.9	20.7		
Female	117	99.3	35.7	34.8	21.7	7.8	37.4		
Racial/Ethnic Group	117	99.2	33.7	34.0	21.7	7.0	31.4		
White	153	100.0	41.8	28.8	21.6	7.8	37.3	Yes	Yes
African-American	101	98.0	56.1	34.7	8.2	1.0	15.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status		1411	1411		1411	1411	1411	., -	
Not Disabled	220	100.0	42.3	33.2	18.6	5.9	32.7		
Disabled	38	94.7	80.0	20.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	258	99.2	47.5	31.4	16.1	5.1	28.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	99.2	47.2	31.2	16.4	5.2	28.8		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	258	99.2	47.5	31.4	16.1	5.1	28.2		

Mathematics - State Performance Objective = 15.5%									
All Students	258	99.2	29.4	40.0	17.3	13.3	42.4	Yes	Yes
Gender									
Male	141	99.3	28.6	44.3	16.4	10.7	38.6		
Female	117	99.2	30.4	34.8	18.3	16.5	47.0		
Racial/Ethnic Group									
White	153	100.0	24.8	36.6	19.0	19.6	47.1	Yes	Yes
African American	101	98.0	36.7	45.9	13.3	4.1	34.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	220	100.0	23.2	42.3	19.1	15.5	47.7		
Disabled	38	94.7	68.6	25.7	5.7	0.0	8.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	258	99.2	29.4	40.0	17.3	13.3	42.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	99.2	29.2	40.4	16.8	13.6	42.4		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	258	99.2	29.4	40.0	17.3	13.3	42.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

PACT PERFO	RMANC	E BY GR	RADE LE	VEL			
		T		T	T	T	7.
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
	niolln V of T	/ %	Below	/ % 88		Adv	roficie dvanc
	D _B B		%		%	%	% 4
		Englis	sh/Langua		N1/A	N1/A	
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	299	99.3	49.1	33.3	14.7	2.8	17.5
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	258	99.2	47.5	31.4	16.1	5.1	21.2
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	1	ı	ı	ı	1	ı	
			Mathamat	:			
Grade 3	N/A	N/A	Mathemat N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	299	100.0	33.9	37.4	17.5	11.2	28.7
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
V 0.000							,
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	258	99.2	29.4	40.0	17.3	13.3	30.6
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE	PROFILE			
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 281)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	10.5%	14.6%
Retention rate	3.4%	Down from 5.7%	3.9%	3.0%
Attendance rate	95.5%	Up from 95.1%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.9%		6.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%		5.7%	5.3%
Eligible for gifted and talented	17.9%	Up from 0.0%	12.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Up from 0.0%	14.1%	13.9%
Older than usual for grade	2.5%	Down from 2.7%	5.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.0%	0.8%	0.9%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	52.6%	Down from 57.9%	46.4%	48.7%
Continuing contract teachers	73.7%	Up from 68.4%	79.6%	81.7%
Highly qualified teachers**	94.4%	N/A	89.1%	90.4%
Teachers with emergency or provisional certificates	6.7%		5.0%	5.3%
Teachers returning from previous year Teacher attendance rate	68.2% 94.3%	Down from 73.8% Up from 93.8%	82.3% 94.9%	85.1% 94.8%
Average teacher salary	\$37,011	Down 5.1%	\$38,626	\$40,566
Prof. development days/teacher	11.6 days	Up from 9.0 days	10.2 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	3.3
Student-teacher ratio in core subjects	21.4 to 1	Up from 21.3 to 1	21.4 to 1	21.3 to 1
Prime instructional time Dollars spent per pupil*	88.9% \$6,498	Up from 87.2% Up 2.3%	89.5% \$5,611	89.3% \$5,821
Percent of expenditures for teacher salaries*	52.9%	Down from 56.6%	62.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	97.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program * Prior year audited financial data are reported.	Average	N/A	Good	Good
		Our District		ate
Highly qualified teachers in low poverty		N/A		.0%
Highly qualified teachers in high povert	y schools**	88.2%		.1%
		State Objectiv		e Objective
Highly qualified teachers in this school*	*	65.0%		'es
Student attendance in this school		95.3%	Y	'es

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We began the year learning together as a community, with everyone participating in the summer reading program. As we "Journey Across the Seven Seas," Martha Dendy faculty and staff strove to meet the needs of our 278 students. Our goals are to provide a rich learning environment, that is nurturing, healthy, and safe and to educate all children to be responsible, caring, productive citizens. We serve a diverse population of 73% free and reduced lunch, 17% special needs and 17% gifted and talented. Because we believe that a nutritious breakfast gives students a better start we continued the free universal breakfast program.

The staff development programs focused on increasing students' academic achievement by establishing and maintaining clear expectations and engaging students in rigorous activities. The Retraining Grant gave teachers many opportunities for professional development to support standards-based instruction. Teachers attended state and national conferences to enhance their pedagogical and content area skills. Our focus continued on several successful academic initiatives such as Writing Across the Curriculum, vertical teaming and implementing reading strategies in all subject areas.

Our schedule provided ninety-minute instructional blocks for math and language arts. To achieve greater integration of learning, we blocked language arts with social studies and math with science. After administering benchmark tests we established small group pullouts for math and reading to target specific skill areas. The weekly science lab allowed all students hands-on experiences. School-wide use of the Accelerated Reader and Accelerated Math programs motivated students in core subject areas. Our morning and afternoon homework centers offered assistance and tutoring for all students. A technology coach assisted students and teachers with incorporating technology into the curriculum. We continued our "Peek at PACT" program, providing continuous practice throughout the year. Students were recognized for outstanding academic performance at quarterly awards ceremonies.

Additional opportunities such as LINKS, CHAMPS, LÍNX and DARE helped develop character and teamwork skills. As a Flagship School of Promise and a South Carolina Healthy School, our students participated in several service learning activities. The Care and Share project collected can goods throughout the months of November and December to donate to the Clinton United Ministries Food Bank. We collect \$350 to pay the school tuition for our adopted Ethiopian student, over \$500 for the Walk-America Campaign for the March of Dimes and over \$1000 for a wheelchair bound student at our school.

Increasing parent and community involvement is a priority. We developed partnerships with two dynamic businesses this year. AstenJohnson and Swaim, Brown and Elliott provided mentors/tutors to work with our students. We continued the "Pastries for Parents" program. Parents visited the school, ate breakfast, and saw examples of student learning. Each homeroom spotlighted projects and activities at least once this year during "Pastries for Parents."

We work together as a team to investigate and to apply effective academic strategies to make students reach their full potential.

Wanda B. Isaac, Principal

Cindy King, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS							
	Teachers	Students*	Parents*				
Number of surveys returned	23	249	204				
Percent satisfied with learning environment	82.6%	83.9%	84.1%				
Percent satisfied with social and physical environment	87.0%	81.4%	72.8%				
Percent satisfied with home-school relations 34.8% 90.3% 76.							
*Only students at the highest middle school grade level at this school and their parents were included.							